

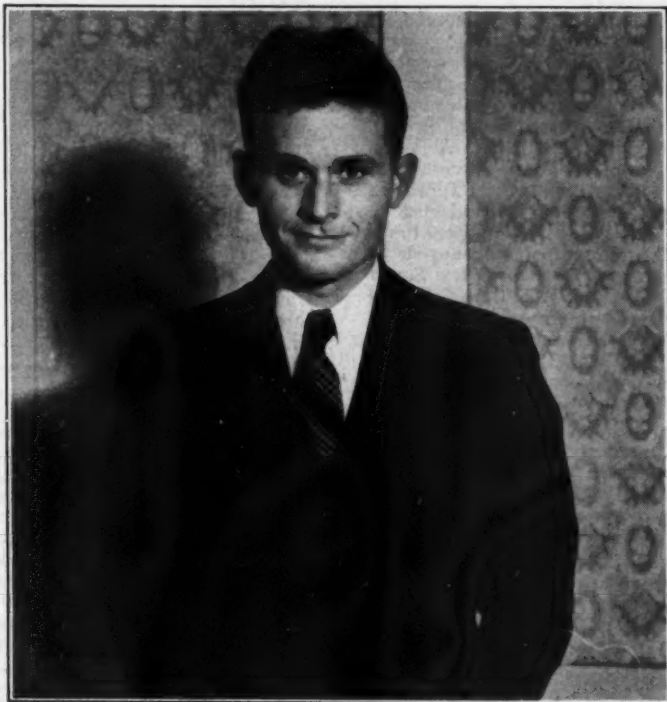
Vol. V

MARCH, 1933

No. 9



# Agricultural Education



*Robert Howey, Atwood, Illinois, Champion Individual  
Livestock Judge in Vocational Judging Contest at the  
recent American Royal at Kansas City*

*If the great Thorndike is kindly in his attitude  
toward the humblest soul he meets, why shouldn't  
you and I be kindly?*

# EDITORIAL COMMENT

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company at Des Moines, Iowa.

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## A. V. A. PAPERS

AT the American Vocational Association in Kansas City in December a plan was worked out whereby the papers presented before the Agricultural Section were to be published in booklet form. Another of the plans of mice and men has fallen through. So we present to our readers in this issue of the magazine the economic papers of Grimes, Dippold, and Green, together with Dr. Lane's A. V. A. paper dealing with a review of problems in vocational agriculture. Others of the A. V. A. papers will appear in succeeding issues of the magazine. We are indebted to the A. V. A. News Bulletin for releasing these papers to us. We understand that the following papers will appear in 1933 issues of the Bulletin: *Economic Relief vs. a Sound Program in Agricultural Education*, W. A. Cochel; *Trends in American Education and Some Probable Effects on Agricultural Education*, T. W. H. Irion; *National Agricultural Policy, National Legislation, Social Justice for Agriculture*, A. G. Black; and *Financing Agricultural Education in the Future*, A. K. Getman.

The subjects discussed in the papers presented in this issue of the magazine are of vital importance to teachers of vocational agriculture. Surely no teacher is so dead as not to be helped by reading such a paper as that of Dr. Grimes. It may give you an entirely new outlook.

In the future the Editor hopes to devote the February issue each year largely to the presentation of papers read at the A. V. A. Convention just past. These February numbers, therefore, should be of unusual interest to persons in agricultural education and be anticipated as one of the high spots in one's effort to increase professional competence.

## "I AM NOT LAZY"

OFTEN in my visiting a teacher of vocational agriculture who is not accomplishing much, he will say, "You know it is not because I am lazy. I work all the time." Does a man who works all the time prove thereby that he is not lazy? That man who fails to tackle the things which he knows he should tackle is lazy, even though he may be busy twelve hours a day. Keeping busy and accomplishing are two different things. It is easy to keep busy. It takes no effort for a normal, healthy person to keep busy. It may take effort, mental exertion, physical exertion, grit, guts, to accomplish. The person who is making an honest effort will rarely squawk, like a non-laying hen, and say, "I am not lazy."

Many men think they are busy when they are only puttering. It requires neither skill nor brains nor grit to putter. It requires no skill to whittle, but it does to make something. People putter when they are busy going nowhere.

The great difference between men who succeed and men who fail does not consist in the amount of work done by each, but in the amount of intelligent work. Many of those who fail most miserably do enough to achieve great success; but they work haphazardly, failing to do the things that count for most, putting with relatively unimportant things—busy all the time.—C. H.

## LET US BE AGREEABLE

ONE time in our state at a casual gathering of graybeards who had been on the job since away back when "seasonal sequence" and other forgotten catchwords were new, somebody asked, "Whatever became of old so-and-so? I haven't heard of him since he got fired after that last big row." Two or three others were mentioned as having dropped out after various troubles, and then, "Those fellows were all good teachers. They would measure up lots higher than we would. Come to think of it, I never knew of a man losing his job just because he was not a good teacher. In that case he quits himself. These others just would not make any effort to be agreeable or meet other folks half way, and out they went."

The more I think of his statement the more truth I find in it. People are more important even to agriculture teachers than are hogs or cows or crops. No matter how able we are, our usefulness ends when people quit liking us. Their only reason for liking us is because we like them. A glad-hander and back-slapper from policy soon gets his deserts, praisebe, but if we think about a man's good points all the time, we will like him and often can get him to do our way. If we can not, we will disagree good naturedly.

I know this is all old stuff, but old stuff is usually good, otherwise it would have died while new. I do not say you can use it with everybody. Sometimes I believe that only their mothers could care much for a few folks I know, but from now on I am going to think about that instead of their cussedness when I have to deal with them.—H. E. Gholson, Teacher of Vocational Agriculture, Tennessee.

## TO TEACHERS OF VOCATIONAL AGRICULTURE

THIS magazine is written primarily for you as a teacher of vocational agriculture. We want to publish what is of most worth to you. In order that we may know what of the material published seems to help you most, we are asking a favor. Get a postal and list one or two articles appearing in this magazine within the past year that have helped you most. Give the name of the article, the date of the magazine, and page on which the article begins. Address your postal to Editor of Agricultural Education Magazine, Training School Building, University of Kentucky, Lexington, Kentucky. We want one thousand postals.

## TIP FOR AGRICULTURE TEACHERS

ARE you reading the Agricultural Education Magazine, or have you neglected to subscribe for the only professional magazine published where every line on every page is for vocational agriculture teachers? Can you afford to be without it?—Mississippi Vocational News.

## AGRICULTURAL EDUCATION MAGAZINE

YOU may have heard the story about the good lady who came home from the Aid Society all excited and enthused. In telling her husband about it she said, "We had the finest meeting I ever attended, it was so interesting, there was such a fine program with wonderful discussion—I talked three times."

Too often we get the idea that AGRICULTURAL EDUCATION is merely for us to read. There are several other things that may be done. One of them is to contribute to it, another is to carry out some of the ideas contained therein.—South Dakota Letter.



## Professional



# Contributions of Edward L. Thorndike to Education

PAUL J. KRUSE, Professor of Psychology, Cornell University

TEACHERS of agriculture know that sound agricultural practices have their basis increasingly in scientific investigation. They should therefore take a good deal of satisfaction in the realization that they may, if they will, also have a pedagogy which is based on scientific inquiry. Much of the best current practice in teaching is now so founded. That this is so is due in very large part directly and indirectly to the work and influence of the man whose contribution to education this article modestly undertakes to set forth.

I shall name first among the contributions to education of Edward L. Thorndike that of *bringing the scientific spirit to bear upon problems of education* with amazing industry, intelligence, and devotion to the welfare of humanity.

His first recorded research at the age of 23 was that of his doctoral dissertation at Harvard, reporting *An Experimental Study of the Associative Processes in Animals*. As an indication of early promise, it is interesting to learn that this research was carried on largely in the basement of the home of his teacher, William James, after his landlady had requested him to remove his incubator and other apparatus because of fire risk. At the time he was working with chicks. The publication of this research under the title *Animal Intelligence* (1)\* with the subtitle above, marked the beginning of scientific study of animal behavior, and contributed techniques and findings that have greatly influenced all later work in this field. "Yet its greatest value," says a reviewer, "doubtless lay in its contribution to a new viewpoint in general and in educational psychology. It clearly revealed the fallacy of the old structural viewpoint, and went far towards establishing upon the Stimulus-Response cornerstone the foundation for a dynamic psychology, emphasizing as it did, bonds and specific connections as the central factor in all learning. It bridged the gap between human and animal psychology, and by illuminating the genesis of human faculty greatly simplified our understanding of it." (22-p. 467.)

His latest publication of major importance, brought out this year, is a 638-page volume *The Fundamentals of Learning* the result of three years of research by himself and associates. Large space is given to presentation of methods and results of experimentation planned to test earlier formulations of the psychology of learning.

\* Numbers in parentheses refer to references at the close of this article.

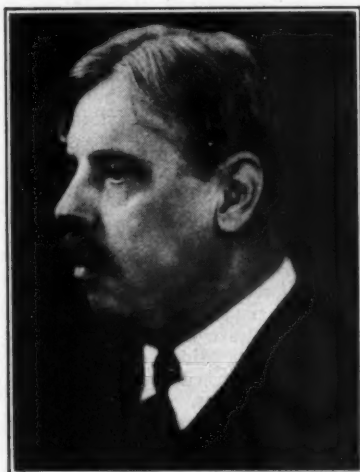


Paul J. Kruse

Beginning on this page, Dr. Kruse contributes the fourth article in the series entitled, "The Contributions of Leading American Scientists to Education." Indeed, it was appropriate for Dr. Kruse to present the contributions of Professor Thorndike, since his graduate study was taken under the leadership of this leading American psychologist. During his entire professional career, Dr. Kruse has devoted thoughtful study to the writings of Professor Thorndike, and has sought to interpret the outcomes of psychological research for students of education.—A. K. Getman.

The spirit of scientific inquiry is manifest throughout. In a short chapter wherein he presents an analysis of certain concepts, which even in this huge undertaking he could not submit to experimental test, he says:

"What we need in the case of wants, interests, drives, attitudes, purposes,



Edward L. Thorndike

and ideals is not the reiteration of facts which should be obvious to any broad-minded observer (not more chapters like this, for example), and certainly not sermons on their importance, or disputes about their importance in comparison with other forces in life and learning, but more facts about what they are and what

they do, and just how they do it." (3-p. 400.)

One of his earliest students, later a fellow teacher, has this to say regarding an aspect of his work as a scientist.

"Thorndike's period of interest in animal psychology bears witness to his ingenuity, but not so much as his later researches with statistics as a means. Only a small part of human nature is reducible to experiment; the rest must be taken as it is found, imbedded in complexities that cloud relationships. Here Thorndike has been at his best in arranging his observations of complex phenomena so that results are made simple and significant. In experimental inquiry, one arranges and simplifies the situation itself; in statistical inquiry, one takes a complex situation as it is and arranges and controls the observations so that simplified and significant relations are revealed. This calls for highly ingenious resourcefulness of the intellectual rather than the mechanical sort. In this field of psychological and educational inquiry, Thorndike occupies a supreme position in American scholarship. More than any other of the educational psychologists, he has sponsored statistical method, redevise it for a hundred variable types of inquiry, taught it to his students and headed, with a professional associate or two, the whole movement to give educational thought and practice a scientific and dependable technique." (2-p. 583.)

Closely related to this spirit of scientific inquiry I mention *second* Thorndike's philosophy of life and work. It may seem strange to some that this should be mentioned as an outstanding contribution of a psychologist to education. Those who know at all Thorndike, the man, will understand without argument, and those who know him thoroughly in his writings will understand. For others, what follows should help.

Following are excerpts from what one who knows him well has written of Thorndike.

"His is an eager, sensitive mind. It always seems active, ever going somewhere, not by placid drifting nor yet by energetic driving, but by a kind of frictionless going. . . .

"To have the attitude of openmindedness, tolerance, and courtesy towards other people is at once to save ourselves from a natural and primitive dogmatism which closes up many channels of rich and broadening experience. Here is where character aids intellect. No one that I have



ever known is more kindly in his attitude toward the humblest souls he meets than is Thorndike . . . .

"Such accessible and patient qualities in a man might easily destroy him for productive pursuit of the inquiries of his own scholarly mind. Not so with Thorndike. He can give himself completely, without fretting, when with human beings, and then disappear to a solitude covering many days and nights, wherein he could follow the courses of an undisturbed mind. Thus, his was a large productive capacity to which rows of monographs, articles, and books bear eloquent testimony that he had not been too much with the world." (2-p. 582.)

The writer believes that such an example of combined scientist and humanist is of great value to educational workers today, showing, as we are too prone to do, intolerance of the views of others and a disposition to substitute easy conferencing for hard work.

#### *A Philosophy of Education*

Again closely related, and separate here only for the sake of emphasis, is Thorndike's contribution in the way of a *philosophy of education*. This is made explicit in some of his earliest writings on education, and is manifest in the planning and interpretations of the results of his numerous researches. For a statement by Thorndike himself we go to a book published in 1906 *Principles of Teaching* of which a reviewer, writing in 1926, said, "This pioneer work, which bases the principles of teaching upon the laws of psychology, is still modern." (2-p. 476.)

Thorndike says:

"Education as a whole should make human beings wish each other well, should increase the sum of human energy and happiness, and decrease the sum of discomfort of the human beings that are or will be, and should foster the higher, impersonal pleasures. These aims of education in general—good-will to men, useful and happy lives, and noble enjoyment—are the ultimate aims of school education in particular. Its proximate aims are to give boys and girls health in body and mind, information about the world of nature and men, worthy interests in knowledge and action, a multitude of habits of thought, feeling and behavior and ideals of efficiency, honor, duty, love and service . . . . .

"With respect to the amount of emphasis upon different features of these general ideals, the best judgment of the present rates practical ability somewhat higher, and culture of the semi-selfish sort somewhat lower than has been the case in the past. No sensible thinker about education now regards the ability to support oneself as a mean thing. Every one must gain power at school as well as at home to pull his own weight in the boat, to repay in useful labor what the world gives him in food and shelter. The cultured idler is as one-sided as the ignorant and clownish worker and may be even more of a danger to the world. The schools must prepare for efficiency in the serious business of life as well

as for the refined enjoyment of its leisure.

"The best judgment of the present gives much more weight than has been the case previously to health, to bodily skill and to the technical and industrial arts. The ideal of the scholar has given way to the ideal of the capable man—capable in scholarship still, but also capable in physique and in the power to manipulate things.

"Very recently thinkers about education have dwelt more and more upon the importance of aiming not only to prepare children for adult life and work but also to adapt them to the life of childhood itself. Aim more to make children succeed with the problems and duties of childhood and less to fit them for the problems and duties of twenty years after; let education adapt the child to his own environment as well as to some supposed work of his later years—such are the recommendations of present-day theories of education." (4-pp.3-5.)

These statements, made more than 25 years ago, suggest aims and ideals which should be of very special interest and encouragement to teachers of agriculture.

#### *Science Man's Servant*

A buoyant hopefulness and a wholeness characterize all of Thorndike's writings on education. At the close of his book *The Original Nature of Man* in which he examines in considerable detail the raw materials of education in the way of man's tendencies to behavior, he says:

"These inherent tendencies, too, bear the impetus and means to their own improvement. The apostles and soldiers of the ideal in whom service for truth and justice has become the law of life need not despair of human nature, nor pray for a miracle to purge man of his baser elements. They are the sufficient miracle: their lives are the proof that *human nature itself can change itself for the better* (italics mine)—that the human species can teach itself to think for truth alone and to act for the good of all men." (5-p. 312.)

We hear a good deal today about the possibility that science may enslave man instead of remaining in the role of man's servant. Such a philosophy of life and education as that exemplified by the foregoing quotations will go far to save man from such a fate. Just as man can learn thru intelligent diligence the facts, principles, and laws of nature which, when systematized, we call science, so man can and does learn to make suitable use of such facts. This we all recognize in the field of mechanics, for example.

The present-day, marvelously efficient automobile is a tribute to man's ability and willingness to learn to make use of facts and principles of physical science. That man can and will learn to make use of the facts and principles of the science of human behavior, as these are slowly but surely brought to light, is the basic thesis in the philosophy of education here presented. Mankind may require much more severe chastising than it is getting even in

these troublous times before it learns to "know itself" and act more in accord with such knowledge, but the faith that it will do so is manifest throughout the work of the man whose contributions to education we are considering.

Since Thorndike is by profession a psychologist, it may well be expected that his greatest contribution in the way of extension of knowledge would be in the field of psychology. That this is truly the case seems altogether clear to the writer. His contributions of methods of research and of factual findings considered quite apart from their relation to education, in the sense used in this paper, give him place high among the leaders in psychology of all time. The natural science of human behavior which he has done so much to initiate and promote stands as a contribution to science as such, and has possibilities for application to other technologies as significantly as to education, limited only to the importance to mankind of the fields of application. That, by reason of Thorndike's interest in education as an art and a science, his contributions have been largely, though by no means wholly, in that direction, is the good fortune of all workers in education. Thorndike's contribution, as psychologist, to education then is that he has done a great deal to *bring psychology into the service of education*. This has indeed meant, as suggested, setting up of a point of view and of methods of research suitable to the investigation of problems of behavior involved in education. That this had not been done at the beginning of this century is clear to all who know the psychology of that day.

#### *Psychology Functioning*

In 1910 another eminent psychologist, Charles H. Judd, gave it as his judgment that of all the studies prescribed for teachers-in-training psychology functioned least in their later work as teachers. The statement could not have been successfully challenged at that time. It is not true today. In recent studies inquiring of teachers as to the subjects found most helpful of those entering into their training, psychology ranks very high. The explanation is largely in the fact that the traditional psychology of the first decade of this century has been displaced or at least supplemented by a dynamic psychology, a natural science of human behavior. The almost exclusive emphasis of the traditional psychology upon conscious processes as the subject matter and introspection by trained laboratory workers as the method of psychology has largely yielded to a psychology whose subject matter is the behavior of the organism as a whole, and whose method of observation is introspective or objective as the need warrants.

The significance for education of this shifting in point of view in the teaching of psychology can hardly be overstated. Consider the relative importance of the prospective teacher of giving his attention to a study of the elements of consciousness in terms of sensations, perception, memory and imagination, and the like; or, on the other hand, to a study of man's tendencies to behave,

how he learns, and how men differ one from another. The former might be typified by an analysis of the conditions under which after images occur; the latter by a consideration of the importance of the "set" of an organism in determining its reaction to a particular situation.

### Point of View

Knowing the difficulty which persons other than specialists in a field have in getting at the basic concepts in any particular point of view of a science, the writer believes it is part of his obligation in this article to quote rather fully from Thorndike's own statement of his point of view in psychology as a science. Further reason for doing so is the relative inaccessibility of this material. It is characteristic of Thorndike, that having once set the matter forth in some detail, he should thereafter assume no further responsibility for reiteration. In Chapter I of *Animal Intelligence* he treats 'The Study of Consciousness and the Study of Behavior.' (In the remainder of the book are brought together his early researches on animal behavior, followed by a formulation of the Laws of Behavior in General which served as the basis of his later presentation of the laws of learning.)

"The statements about human nature made by psychologists are of two sorts,—statements about *consciousness* . . . and statements about *behavior* . . .

"Of the psychological terms in common use, some refer only to conscious states, and some refer to behavior regardless of the consciousness accompanying it; but the majority are ambiguous, referring to the man or animal in question, at times in his aspect of inner life, at times in his aspect of reacting organism, and at times as an undefined total nature . . .

"On the whole, the psychological work of the last quarter of the nineteenth century emphasized the study of consciousness to the neglect of the total life of intellect and character. There was a tendency to an unwise, if not bigoted, attempt to make the science of human nature synonymous with the science of facts revealed by introspection . . . It was affirmed that experimental methods were not to aid the experimenter to know what the subject did, but to aid the subject to know what he experienced. . . .

"The studies reprinted in this volume produced in their author an increased respect for *psychology as the science of behavior* (italics mine), a willingness to make psychology continuous with physiology, and a surety that to study consciousness for the sake of inferring what a man can or will do, is as proper as to study behavior for the sake of inferring what conscious states he can or will have. This essay will attempt to defend these positions and to show further that psychology may be, at least in part, as independent of introspection as physics is. . . .

"If a modern psychologist defines mind as the sum total of consciousness, and lives up to that definition,

he omits the larger portion of the task of his predecessors, To *define our subject matter as the nature and behavior of men* (italics mine) beginning where anatomy and physiology leave off, is, on the contrary, to deliberately assume responsibility for the entire heritage. Behavior includes consciousness and action, states of mind and their connections . . .

"There can be no moral warrant for studying man's nature unless the study will enable us to control his acts."

### His Tolerance

The tolerance of the man is well exemplified in this concluding statement:

"For the present there is no need to decide which is better—to study an animal's self as conscious, its stream of direct experience, or to study the intellectual and moral nature that causes its behavior in thought and action and is known to many observers. Since worthy men have studied both, both are probably worthy of study. All that I wish to claim is the right of a man of science to study an animal's intellectual and moral behavior, following wherever the facts lead—to 'the sum total of human experience considered as dependent upon the experiencing person,' to the self as conscious, or to a connection-system known to many observers and born and bred in the animal's body." (1—pp. 1, 3, 4, 15, 19.)

The writer of this article was sorely tempted to present certain of the facts and principles of most significance to education resulting from the work of Thorndike. It soon became clear that such was not in keeping with the purpose of this series. For those who are disappointed in not finding such, the writer can only say that the record of such contributions is fairly accessible in the literature. He would recommend the reading at least in those parts found most pertinent to your problems, and in the order given of the titles represented in the list of references by the following numbers: (4, 6, 8, 7.) Those who have none of these books available are referred to a series of three articles in this Journal, Volume III, Number's 1, 3, and 6, in which will be found an attempt to present some of the specific contributions made by Thorndike looking toward the improvement of teaching.

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### Seed Testing School

W. S. DYAR, Metamora, Illinois

PREVIOUS to 1926 many agricultural departments in Illinois had their students do seed corn testing on a large scale for farmers in their community. There were two serious objections to that plan: First, students spent a great deal of time on testing, which should have been used for regular class work. Second, the farmers themselves did not learn how to test their own seed corn. After careful consideration and consultation with the principal, school board, farm adviser, and the farmers in the community, it was decided to organize the first "Farmer's Evening Seed Corn Testing School" in Illinois. Since that many similar schools have been conducted.

The work has grown every year at Metamora so that in 1929-1930 the germinator was in constant use from the last of December to May 12, with a total of 37,300 ears tested by farmers. In the five years 146,672 ears have been tested by farmers, an average of 29,334 ears per season. To anyone who asks whether the farmers appreciate this opportunity to help themselves these figures point definitely to the answer that "*They Do Feel it is Worth While*." Taking an average of the five years, 71.5 per cent of all ears tested have germinated and been free of disease; 25.6 per cent have been discarded because of disease; and 2.9 per cent have been dead. Our high percentage of good ears is largely due to the fact that all men in the school are taught and urged to cull out all undesirable ears before bringing their corn to the school to test. An average of 34 men have attended the school each winter, and 83 meetings have been conducted in the five years.

We now have an electrically heated sawdust limestone germinator, built according to plans recommended by the University of Illinois. It has 20 trays, and each one holds kernels from 100 ears, making a total of 2,000 ears which may be tested each week. Racks are provided in which to place the ears on test. However, many of the men pull the kernels at home and bring them to the school in envelopes. We meet every Monday evening about 7:00 and usually get through about 10:30. The first part of the evening is spent in a study of seed corn selection, storage, and testing for germination and disease. Illinois bulletin 255 has been used, but the new bulletin 354 "Corn Diseases in Illinois" is being used this year. Men who have tested before simply review the work, but new men study the diseases very carefully and in addition are given individual instruction in the testing room all during the evening as questions arise in caring for their own trays. A registration fee of \$1 is charged, and each farmer is required to set up and read trays five or more nights so that he will test 500 ears. For those who desire to test more than the 500 ears a charge of ½ cent per ear above the 500 is made, to help defray expenses. Through this plan every man who attends the school learns how to test corn in the high school tester. When he completes this work, he is able to carry on for himself.



# Probable Future Trends in Income and Their Effect on Rural Life

W. E. GRIMES, Head, Department of Agricultural Economics, Kansas State College



W. E. Grimes

**C**VILIZATION advances or recedes as real incomes advance or recede. The reasons for this are obvious. Those things which characterize civilized man as contrasted with the savage are the things which he secures with his higher income. They are not the result of the higher income so much as they are the cause of it. Men desire things, and increase their incomes by every desirable and possible means until they are able to satisfy these wants. The savage desires only food and limited shelter and clothing. As his wants increase and he approaches a civilized state, he is forced to increase his income so that these newer wants may be satisfied. These are truisms which may make the solution of the problem of future incomes and standards of living appear unduly simple. These problems are not simple of solution but depend upon those intricate and complex developments involved in the advancement of people.

Many people are perplexed by the difficulties of the present depression and are questioning whether the level of incomes of a few years ago will ever be reached again and whether the advance of civilization which has been halted by the depression will ever be resumed. As they look about them, they see people in distress and often lacking the barest necessities of life. Children and young people are being deprived of educational opportunities enjoyed by their older brothers and sisters only a few years ago. Heads of families are without employment, and many of them without prospect of employment within the immediate future. All of this distress on every hand naturally tends to discourage people and make them wonder if the zenith of advancement has not been reached and civilization is on the downgrade just as it declined following the fall of Rome.

Under these conditions it may be worth while to get a little farther away from the immediate problems of the depression and view the sweep of events from a point which permits a better and more complete perspective of the situation. Are the forces that have been driving civilization forward so effectively checked by the depression that they cannot be revived? Are the people of the United States on a permanently lower income level with the lower standards of living that inevitably accompany such incomes? Are the children and young people of both today and the future to have the disadvantage of education that is reduced both in quantity and quality as compared to that available in 1928 and earlier years?

And, of immediate and paramount concern to those of us who are trained in and devoting our lives to educational work, will the services of trained educators be less in demand as the years go by, and will those of us who are in educational work find that we are devoting our lives to a field that is stagnant, and our services are bargained for in a market that is glutted with available teachers? These are some of the problems of both the immediate and more remote future which have been causing educators to spend sleepless nights and worried days. A long-distance view of the forces that drove our economic life to the peaks of 1920 and of 1928 and 1929 and then down to the depths of the depression in 1932 aids in forecasting the probable trend of future economic events and the character and extent of the forces that will result in the economic and social conditions of the future. Also, knowledge of the experiences of people preceding, during, and following similar economic depressions of the past indicate the course which coming events may follow, and such knowledge aids in formulating and effectuating policies and programs which will be most helpful.

## Real Incomes

To return to the beginning, civilization advances or recedes as real incomes advance or recede. But what are real incomes? Real incomes are the exchange value of money incomes. In other words, one's real income consists of the quantity of goods and services which money incomes will buy. The purchasing power of money varies from time to time, so it is not an accurate measure of changes in real income. For example, the person who has had a reduction of only 10 per cent in his money income since 1928 now has a higher real income than in 1928. His income is less in dollars, but it will purchase greater quantities of the goods and services which are his real income. However, the mistake should not be made of assuming the changes in money incomes can be ignored. They could be ignored if all income were spent on the exact day received and never before or after its receipt. Much money income is spent before it is received, and when later taken out of income, the payments are in the form of interest and principal on debts, taxes, installment payments, and so on.

The purpose of all this discussion of real incomes as contrasted to money incomes is to point out that even though the present low level of prices and high purchasing power of the dollar may continue indefinitely, it will not necessarily prevent the ultimate rise of real incomes. However, it will retard their rise because the commitments of the past, which now appear in the form of debts, must be taken care of, and they constitute an excessive burden and a

heavy impediment to adjustment so long as existing price levels continue and these debts are being paid. The problem of overcoming our present difficulties would be materially simplified if the price levels of 1928 could be immediately restored. This appears impossible within the near future, so the wiser policy seems to be to proceed on the assumption of a lower price level for at least a few years.

It has been said that when one has a new idea which he thinks is original with him, he should look and see which one of the ancient Greeks expressed it best. In other words, there is comparatively little new in the experiences of men. People of today sometimes discount the experiences of the past by saying that conditions are so different that the past means little to the present generation. It is true that some external situations and conditions are materially different from those prevailing a hundred years ago. However, the fundamental forces of our lives come from the same well springs of human nature, and these human natures have changed little if any in a century. Men react much the same as they have always reacted. Love, respect, hatred, contempt, greed, generosity, integrity, vision, and other traits of human nature still enter into the relations among men, and in much the same way as in bygone days. It is from these fundamental things that economic and social relations emerge. They are the fundamental causes of prosperity and of depressions. It must be remembered that economics is a social science, and the economic conditions of any time are the result of the interactions and interrelations of the people of the time. Consequently, the experiences of people of the past under similar conditions are of unusual interest in this time of stress and difficulty.

## Other Periods of Economic Distress

History has recorded two other prolonged and world-wide periods of economic distress similar to the present depression. Both followed wars involving a large part of the population of the world. The first followed the Napoleonic wars of which the War of 1812 was a part. The second followed the widespread war and unrest which centered around our own Civil War.

Following 1815, prices declined drastically, and economic distress was acute and widespread. It was not until 1844 that the upturn was started. The industrial revolution had brought many improvements in productive efficiency, and as these were adopted by the highly individualistic industries of the time, maladjustments resulted. People were thrown out of work by the introduction of machines and suffered severely until society, groping its way, found new uses for their services. New industries were developed, old industries expanded without regard for each

other, and many were over-developed or over-expanded. Time was required to correct all of these mistakes. Eventually they were corrected and, following 1844, prosperity returned, and real incomes advanced to levels previously unknown. Advantage was taken of the increased productive efficiency of human labor, less time was spent in securing the necessities of life, more productive effort was devoted to education, recreation, travel, leisure, and pleasure. These latter things are the realm in which higher standards of living find concrete expression, and higher standards of living were available to all civilized peoples.

Following the Civil War, similar conditions existed. The transcontinental railways were built, and the entire railway system of this country was over-expanded. The prairies of the middle west were settled and developed into one of the most productive agricultural regions of the world. The twine binder and other horse-drawn farm equipments came into general use, resulting in an agriculture characterized by horse power in contrast to the hand-labor methods of the preceding times. Again, the widespread and planless method of introducing improvements resulted in over-expansion and in widespread unemployment and distress. Again, mistakes had to be corrected, and when the needed adjustments were made, prosperity returned. In the years following 1896, the increase in productive efficiency, made possible by these improvements, again reduced the effort required to secure the necessities of life, and standards of living advanced to newer and higher levels. Education became more general among all the people. Vocational education was inaugurated throughout the country, adult education through extension methods and evening schools became more common. Recreational facilities were introduced to a greater degree. Gymnasiums became a part of the equipment of every up-to-date high school. Parks and swimming pools became the pride of every town. Travel increased, highways were developed, and national parks became the play grounds of the nation. The pasture for the town cows became the country club with its golf course. The length of the working day in many industries was reduced from 10 to 8 hours, leaving more time for recreation and leisure. These were some of the things made possible by the increase in productive efficiency. Standards of living were materially higher than ever before.

The period since 1920, or in general terms since the close of the World War, closely resembles the periods following these two other great post-war periods. Industries have been over-expanded, developments have been made with planless disregard for each other, prices have fallen drastically, unemployment and economic distress are widespread, and the other drab characteristics of a great depression are present. But as an undercurrent to it all, just as in the two previous instances, is the potential increase in productive efficiency which is the result of improvements in production that either have come into general use or are available

for widespread adoption.

Among the improvements in production which have either come into general use in recent years or which seem probable of widespread adoption within the near future are automobiles, tractors, trucks, combined harvester-threshers, radios, television, wireless telephones, aeroplanes, all-weather roads, cooling systems for homes and offices, and countless others. These things make it possible to produce the necessities of life in less time than ever before, and more time is available for other uses.

#### *Debts and Price Levels*

The immediate problems of the depression center around debts and price levels. As soon as debts are reduced to such an extent that they are bearable under present price levels, or price levels rise so that debts are less of a burden, the stage will be set for the gradual ushering in of an era of greater economic well being than mankind has ever known. At present, the world appears to be nearing or actually at the bottom of the long and precipitous decline which really began in 1920. Some people feel that the thing to do is to dig a hole and crawl into it. They advocate the return of the horse and buggy and other antiquated methods. Such people are afraid of the future. They fear another decline at the bottom of which they fear oblivion for modern civilization. There seems to be no logical grounds for such assumptions. Some other people are awed by the magnitude of the problems of readjustment ahead and lack the courage to attack them. This is moral cowardice and is not typical of a real red-blooded American. The problems ahead are large and difficult, but their size and difficulty is a challenge to American citizenry and particularly to that portion of the population engaged in educational work.

#### *Education*

The speed at which the problems of readjustment will be solved depends upon the understanding which the people have of these problems and of their solution. This understanding is dependent upon the effectiveness of our educational systems. If educational work is retarded more than is absolutely necessary because of the financial difficulties of the time, the period of readjustment will be prolonged. On the other hand and considering the problem from the longer-time viewpoint, it seems inevitable that education will play a still larger part in the life of the nation in the future. This will be the inevitable consequence of the full use of opportunities for increased productive efficiency and the resultant releases of productive effort from securing the necessities of life which will be available to secure those things that contribute to a higher standard of living. This naturally means higher real incomes.

The role of the educator in this readjustment process is of the utmost importance. On him, in large measure, rests the responsibility of aiding the people to secure the information which will be most useful as we emerge from the depression and begin the slow diffi-

cult climb back to more prosperous times and a standard of living which promises to be on a higher level than ever previously enjoyed by mankind. The part played by the educator will depend upon his devotion to his job, his ability to do it, and his vision of its ultimate possibilities. There will be no all-wise Moses to lead us out of the present wilderness of the depression. Rather, we will emerge as a result of the collective wisdom of the group, and this collective wisdom is the product of the educational system of the land.

In this process of readjustment there will be shifts in population. The urban portion of the population will tend to increase. It is doubtful if the farm population will increase. Excepting 1931, the farm population of the United States has declined in numbers each year for a number of years. Some further decrease seems probable. Expert students of the population problems of the United States predict that if present trends continue the maximum population of the United States will be reached in 15 to 25 years with approximately 145 to 150 million people. This tendency for the population growth to be checked combined with increased productive efficiency in agriculture will result in fewer people being needed to produce the needed farm products. There will probably be fewer people on farms as farmers, but there may be more people living in rural communities many of whom will be employed in non-agricultural work. The partially self-sufficient rural homes of urban workers are increasing in numbers. The conditions of the depression have encouraged this development.

These developments may result in a somewhat different composition of the population of many rural communities. The real farmers will be interested in the problems of commercial farming just as at present. The urban workers who are rural dwellers will be interested in those things which contribute to an effective knowledge of the production and utilization of the products of their small suburban tracts. These products will be produced primarily for home consumption. The influence of this later development will be greatest in those rural districts in close proximity to urban centers or to regions either now having or which in the future may develop non-agricultural industries.

The work of the teacher of vocational agriculture will be influenced by these developments. There will be relatively fewer farmers with whom farming is a real business. On the other hand, there will be an increasing number of people who will have the interest in agriculture of the suburban dweller. The program of work in the vocational agriculture departments will need shifts in emphasis to provide the training needed to meet the problems of these new conditions.

As the depression recedes into the past, real incomes of the people of the United States will increase. With these larger real incomes, higher standards of living will prevail than have ever been enjoyed at any previous time. These higher standards will find expression in increased use of education, recreation, pleasure, leisure, and play.



Education will play a large part in this higher standard of living. The time that will elapse before these things come to pass will depend upon how quickly and wisely men take the steps needed to remedy the difficulties under which they are now suffering. Also the time will be influenced by the extent to which educational work is retarded during the present emergency.

As these standards of living rise, rural standards will follow along, perhaps lagging somewhat as usual. The farm population will probably decline in both relative and absolute numbers in the United States, since fewer people will be needed to produce the necessities of life. The demarcation between farm and city will tend to become less marked, due to development of suburban homes for urban workers.

### Discussion of Dr. Grimes' Article

G. J. DIPPOLD, University of Missouri

**I**NCREASED vocational efficiency will always be a factor of rural progress irrespective of the position of farming within major economic trends. This holds true whether the up or down trends are short or last a decade or more. Progress is always relative. If we assume



G. J. Dippold

that a farmer is successful because he ranks within the upper quartile group, we are then in a position to measure achievement. Whenever the price level is high, efficiency 25 per cent above the average will show more conspicuously than at a lower price level. In either case the value of vocational training is effective and positive. It behooves us therefore not to confuse the degree of inflation within the price level.

Dr. Grimes has called our attention to the fact that during depressions following the Napoleonic Wars and our Civil War, important recovery did not appear for many years, affording time for new inventions and discoveries to create new wants. If we conclude from this basis that the present slump must await the development of a new order, we may impede our program immediately ahead. Such a situation may present a major obstacle in our vocational program unless we recognize facts as presented and make the necessary readjustments. Our curricula and courses of study must be re-shaped and modified to meet the oncoming events. Instructors in vocational agriculture must be alert to recognize the changed order. They may need broader training to meet these additional responsibilities.

No longer should vocational agriculture be offered by blind tradition. A new order is before us. The attack upon the new order, already begun by the most alert instructors, should be along the entire front if real understanding of the major problems of vocational agriculture will be developed. This task is not merely one of becoming acquainted with the situation, but one of develop-

ing sufficient mastery to make essential readjustments possible.

The mode of attack upon future economic problems affecting a program of vocational education in agriculture may need revised emphasis. There is perhaps too much time given to a mere review of economies of the past, and not enough time to future significance of the past. There are too many so-called leaders of economic thought who are willing to merely review the past and then to allow the prospective and present farmer "to draw his own conclusion". Instructors must not be misled by such tendencies. They should constantly tie up economic principles developed from the past to problems within their horizon.

#### More Comprehensive Program

"The immediate problems of the depression center around debts and price levels". Our immediate past has been devoted entirely too much to improved methods of production. We apparently have been assuming that profitable farming is concerned primarily with costs of production. It is perhaps high time that we recognize more of our responsibilities in connection with this simple formula: Profits equal quantity produced, times prices received, minus costs of production. If the price level is so effective in its bearing upon profits, we should devote some time to a study of the barometers of price level. The factors suggest that a training program for vocational students should be more comprehensive. This is contrary to a trend now suggested by some that agricultural training should be reduced. Let us accept Dr. Grimes' suggestion that these times and conditions should be a challenge of our courage and convictions in making a vigorous attack upon our responsibilities.

#### Real Farmers and Urban Farmers

Our attention has also been called to the fact that farmers will continue to be divided into those interested in commercial farming and those interested in home consumption only. This suggests that economic objectives within courses of farm economics, or parts of such courses offered in connection with production courses, should be divided into constant objectives required by all students, and variable objectives for those concerned with commercial aspects of farming.

"The time that will elapse before these things come to pass (higher standards of living) will depend upon how quickly and wisely men take the needed steps to remedy the difficulties under which we are now suffering." If this conclusion is true, and personally I believe it is, we have a special challenge in the all-day and evening school programs. It demands that we should prepare ourselves more effectively as instructors of vocational agriculture and leaders within rural communities. We need an economic background, not merely one steeped in pure production. This does not imply that we should discard production principles, for to attempt to do so would be wrecking an essential aspect of economic production. It does behoove us that our training should be more extensive, because an economic

point of view is all inclusive of the forces determining the successes or failures of farm people.

An understanding of the principles of economics affecting farm commodities will come only thru constant discovery and use of such principles. Human reaction to price situations, to which our attention has been called, tends to re-occur along similar patterns. Our vocational students must become aware of these truths thru an extended curriculum. Concentrated attack cannot develop effective understanding under normal working conditions. If the processes of developing such judgments break down, due to the abstract nature of the economic forces involved, it is essential that objective methods must be used. We need more knowledge of the barometers of business, and practice in their uses in order to profit in various lines of readjustments. This is essential if we expect to escape the confusion of mere economic data and principles so abundant these days.

There are other factors to consider in an educational program. There may be times when it will be extremely difficult to realize profits in farming. Under such conditions it will be natural for considerable dissatisfaction to develop. Such dissatisfaction may be alleviated or prevented entirely when the farmer understands and is conscious of economic forces playing upon him. Satisfaction comes thru food to the hungry man; it comes thru profits to the producer; and it also comes thru understanding to the thoughtful man.

#### Need for Economic Leadership

There is a great need in rural America today for economic leadership. Most of the confusion on agrarian problems in recent years has been due to a lack of understanding by the majority of those needing economic guidance. It is common knowledge that whenever outsiders must lead agricultural policies, we are destined to fail. Let us hope that the oncoming generation of farmers will have appreciable understanding of their own economic problems, in order that the future of agriculture will always develop sanely. According to a noted professor of rural leadership, no community of farmers will go farther nor faster in solving its economic problems than the majority see and believe, and no community will go farther nor faster in these processes than the teacher of vocational agriculture will take it.

In conclusion, Dr. Grimes has given us encouragement in converting the present depression into a great opportunity. Vocational students are growing up at a splendid time for obtaining economic training and for building a foundation from which they will embark into the realities and responsibilities of mature life when the economic pendulum will again be swinging for a long time in their favor.

"If you want to be happy—Practice! You wouldn't expect to become a great violin player without practicing the violin; neither can you achieve happiness except by trying to be happy."  
—Dr. Frank Crane.



# The Effect of Cooperation on Agriculture

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## COOPERATIVE

action in any industry effects first of all, if it is successful, a situation in which industry gains must come from industry output. It minimizes the possibility of the gains of one part of an industry being the losses of another part. It commits industry a little closer to that



R. M. Green

old doctrine of "He who will not work, shall not eat." Since agriculture can neither produce, by selling a seed on the clever idea of growing, nor finance itself by passing the hat, it stands to gain from any further extension of the principle of profit, in proportion to production or volume of wealth or services furnished for distribution. Sharing the net returns for the services of distribution in proportion to the wealth furnished seems to be a sounder basis for distribution than mere competition to annex margins between price and cost. To reserve the direction of distribution to those most successful in annexing margins is not conducive to the production of all the wealth of which producers are capable.

Secondly, cooperation in placing an added premium on production, allies itself with the doctrine that acquisition of wealth should be in proportion to production. It does not on the one hand absolutely limit acquisition, as some socialistic schemes propose, nor does it on the other hand promote acquisition by mere cleverness in acquiring. Cooperation takes a middle ground. It still stimulates individual initiative by making it possible for one to acquire more than another. At the same time it insists that as currency is relative to gold or some standard metal, so accumulation of wealth shall always be relative to productiveness. Cooperation in agriculture, therefore, in this way most effectively allies agriculture with good government. It is no mere caprice of party politics, that governments, sooner or later, recognize their deeper interests in attempts at cooperation in agriculture. Since in agriculture, neither Insull nor Kruger could have fooled mules, hogs, pumpkins, or turnips like he fooled his fellow men, agriculture stands to gain in economic equality from any principle of acquisition of wealth in proportion to production.

Third, cooperation in agriculture, if carried on to a degree to only partially effect the results suggested, forces its farmer members to give closer attention to business principles, and requires that they exercise a closer and more intelligent supervision than, generally, have citizens of great democracies.

A fourth effect of cooperation will be to divide farmers into at least two camps—those willing to go to the trouble it takes to exercise one's rights in a civilized way and those who think

civilization is just too much trouble. For farmers as for churches, professors, lodge brothers, and all, the idea of "a united whole" is a dream. Perfect union is perhaps best exemplified by the contents of an empty hole. That may be where the idea of "a united whole" came from. In spite of all the talk of peace, brotherhood, and mutual interest, there is still in the business of the next 10 to 20 years of reconstruction the necessity for struggle. Those who appreciate the advantage of efficiency and team work cannot wait for those who do not.

Fifth, cooperation in agriculture among those who will cooperate, will make it increasingly important that improved methods of production be used so as to turn out a superior product.

Sixth, in placing an additional premium on production, cooperation benefits the non-cooperator as well as the cooperator, and sharpens the intensive individual competition in agriculture for more returns from producing more product per man. Voluntary cooperation in controlling supplies is, therefore, improbable. Enforced cooperation or cooperation for the price of a subsidy implies a measure of government control, ranging from that of creditor control to complete state socialism.

### Current Proposals

The necessity of hired or enforced control in this respect is already being recognized in such proposals as equalization fees, premiums in acreage allotment schemes, and in the British Agricultural Marketing Act of 1931 which provides, "Once a scheme comes into force, every provision is binding on all registered producers who do not secure specific exemption. —No sale of the regulated product shall be made by any producer who is not either a registered producer or a person exempted from registration."

As long as other main industries are largely free of government control, and can, therefore, with some freedom regulate supplies, agricultural cooperation in the United States will be more interested in control of a sizable part of the agricultural industry as a protective measure than in the objective of social reform. A general increase in the production of all forms of wealth is said not only to increase the supplies for use but to furnish the increased means of purchase. This seems almost self-evident, at least in the case of barter. However, any disproportionate increase in production by agriculture puts it at some disadvantage. Since in other industries some measure of control over production is exercised, there will be increased efforts in agriculture to exercise some more control than in the past even if the possible extent of that control is decidedly limited.

Government itself is a cooperative enterprise with a certain measure of compulsion in it ranging from somewhere near mutual agreement to a despotism. By its very nature, agricultural cooperation can by itself exercise but

little compulsion. It will at times have to lean heavily on the arms of government. It will be strange, therefore, if agricultural cooperation does not continue to develop in close contact with political developments. Cooperation is likely to continue as much of a political problem as politics is a cooperative problem, and the cooperative movement, try as hard as it may, has never been able to entirely divorce itself from political programs.

In the seventh place, cooperation in agriculture, if carried only to the degree of a 25 to 30 per cent control of the product of an industry, will give local communities a larger supply of funds from certain local advantages in production which they possess.

As an example, there are 14 counties in southwestern Kansas in which about 10 per cent of the farmers control 35 to 40 per cent of the wheat acreage. Acting individually, these farmers do not know their importance as factors in supply. They are in no position to do such fantastic things as misguided leaders have sometimes suggested to groups of farmers. They cannot control world supplies of wheat nor world price levels. They are, however, in a section that normally produces a large supply of high protein, good milling quality wheat. They are in a milling area, such that when the southwestern hard winter wheat crop is small, domestic mill demand can consume most of the production. They are tributary to the Kansas City market whose supplies are affected to a considerable degree by the crop of western and central Kansas. Through a terminal marketing agency of their own, these farmers could at least to some degree control the extent to which cash prices drop under the future price, or as the grain man says, exercise some control over the premium basis for cash wheat.

One local cooperative elevator in this area, by actual record, has in 10 years prorated back to farmer members \$83,851. Besides, it is conservatively estimated that local buying margins on wheat have been lowered 3 cents a bushel at that station. Farmers are getting that much more in their price than they used to. Figuring this 3 cents on the bushels of wheat handled at the local station where the cooperative is located, and adding this to the prorations over the 10-year period, and there is obtained the sum of \$311,451. This exceeds the total tax on farm land and improvements in 1929 in the county where the elevator is located. This sum was left in a local community where the commodity had been produced, left in a community where so often it is needed a great deal more than in large centers amply supplied with funds from other sources. The cooperative movement in agriculture is for the rural community and towns what individual businesses are now finding cooperation is in counteracting the effects of large centrally controlled chains. Relative to the centralization of industry in large cities, rural communities have for a long time

stood in the same position as individual business today stands with respect to chains and mergers. Cooperation is a counteracting force.

Historically, in the United States, the character of agriculture, as determined by soil, climatic, topographic, racial, and religious elements, has affected cooperation more than cooperation has yet had time to affect agriculture. With all these and even more elements affecting cooperation in the United States, it is not strange that the more extensive results of cooperation must come slowly. The price of a pig on Tuesday buys more groceries than the progress of agriculture 50 years from now, and the avenue to a man's heart is still largely through his stomach.

#### Summary

To summarize, cooperation will have many of the same effects upon agriculture as it has upon other industries. Among these effects are the following.

First, cooperation places a premium upon production, in line with the theory that there cannot be a production of too much wealth if it is properly distributed.

Second, cooperation, as it is generally understood in agriculture, works in the direction of acquisition of wealth in proportion to production. It thus allies agriculture with one of the most important purposes of good government.

Third, cooperation forces close attention of members to business principles. This is the best of training for members of a democracy. Failure in this respect turns organizations of any kind, including governments, into dictatorships.

Fourth, cooperation in agriculture will sift its membership into at least two groups. One will be intelligent enough or be trying to gain the intelligence necessary to understand what is in their own collective interests. The other group will consist of those who can be soft-soaped and worked by whatever other interests see fit to use them as a pawn. Cooperation in agriculture, like peace in the world, means a fight for a while anyway.

Fifth, cooperation, faced with the problem of disposal of output, will work actively to increase the quality of production so as to ease the problem of finding markets.

Sixth, cooperation in benefitting the non-cooperator as well as the cooperator, sharpens competition between producing groups to such an extent as to make voluntary cooperation in control of supplies almost impossible. Any control along this line in agriculture, therefore, means, necessarily, the injection of a measure of government interference. This may take various forms such as, bonuses paid on condition of certain production control, equalization fees permitted, permits to sell, and a host of other plans. Essentially all are premiums for a certain minimum production with penalties for production above the minimum.

Seventh, cooperation in agriculture, if only partially successful, keeps a larger share of the funds received from local production, in the locality where production took place. This is of first

importance in times of post-war depressions when there is every tendency for funds available to concentrate in fewer countries, in fewer states or provinces, in fewer cities, in fewer counties and towns, and in the hands of fewer individuals. Cooperation is one force working to counteract this widespread tendency.

There are no doubt many other possible effects of cooperation on agriculture. It is enough to make clear the profound influence possible from cooperation to say that it would place a premium on production of wealth, tend to limit acquisition of wealth to production of wealth or services, force a business training of first importance to all members of a democracy, call for an intelligent appraisal and loyalty to group interests, require an improved quality in production, put government in a self-interested way behind agriculture, and would work toward a wider redistribution of funds such as is always necessary by some means or other before a depression is fully overcome.

### Why Study Vocational Agriculture?

J. F. MILLER, Patron, Iowa  
(Radio Talk—WOI, December 24, 1932)

WE are spending too much on education, that is, we have been spending too much on what we thought was education. Rather, this money should have been invested in our boys' future. The difference is, that in spending you get no appreciable return, in investment you do. Sometimes investments prove unsuccessful, but the purpose is to realize a return. In spending, this is not expected. We have been spending too much and not investing enough.

We must grant that education has very often failed in the past, quite often creating wants and desires and not giving any concrete ability to fulfill these desires. This being the case, what kind of courses are offered in the high school to which you send your boy? In other words, is it going to be money spent, or an investment in your boys' future? Will this education wean your boy away from the farm, with a false idea of the exalted value of other lines of endeavor, or is the course he pursues going to help him in his calling, which may be the farm?

In such a state as Iowa, where practically all occupation is based on the farm, it seems that we have been very backward in our thinking, to leave the subject matter in our high school the same, or nearly so, as when the student was preparing for college, and that college was only for the professions. In the recent international stock show the 4-H boys and girls paraded with banners saying "80 per cent of us expect to go back to live on the farm."

Everyone, because of its fundamental nature, should have a knowledge of agriculture. Everyone should know something of the growth and development of the plants and animals on which we live. There are nearly 1,000 high schools in this state, with only about one out of ten offering vocational agriculture. It is important that you help your son to choose one of these schools

which offers definite, specific growth and development for him.

We should see to it that there are more schools offering this work. Our Humboldt school has an enrollment of 270 high school pupils. One-half of these are tuition pupils. Ninety per cent of these tuition pupils come from the farm. Is there any reason why agriculture should not be the outstanding course in our school? This course gives the boy all the advantages of a regular high school course with its extra curricular activities. It will do more, however, in that it will give him specific training in farm crops, animal husbandry, and shop work. This work combined with the supervised projects which must be carried through to completion—with an accurate account of the costs—is the very best of training in the fundamentals of agriculture work.

Often a boy who felt the urge to "make something of himself" felt that to do so he must be a doctor, a lawyer, or perhaps a preacher. Today the professions do not offer greater opportunity than does agriculture. A few years ago there was a decided trend to the cities; today there is a decided trend back to the country.

Therefore, your boy who hopes to make agriculture his work should have a good course offered him in the basic principles of agriculture. The art of living and the people who follow this occupation have changed very much in the past 50 years. People are beginning to open their eyes as to what are "real values."

This course develops an open, questioning mind. It will help your son to be a better farmer, and by helping him to be a better farmer it will give him more of the fruits of life. It also meets college requirements, if it is your son's privilege to further prepare himself. We have past the time when we thought that a subject to be cultural should not and must not be practical. The greatest Teacher of all time taught out in the fields and on the shores of Galilee.

This nation was built by individuals of which you are one. It is your job, as dads, to see to it that your son has not a vague, indefinite, and perhaps false value of life, but a broad foundation with specific training for his work in life.

Therefore, young men from the farm, condition yourselves. You cannot be a good runner if you do not train yourself; neither can you be a good farmer if you do not prepare yourself. You must study, think, and work. The toil of the hand must be guided by the brain. We want well-rounded men.

If you have faith in those with whom you labor,

And trust in those with whom you make a trade,

If you believe in friend and next door neighbor

And heed examples pioneers have made;

If you expect the sun to rise tomorrow,  
If you are sure, that somewhere skies are blue,

Wake up, and pack away the blue tomorrow—

For better days—are largely up to you.



# Review of Problems in Vocational Education in Agriculture

C. H. LANE, Chief, Agricultural Education Service, Federal Board for Vocational Education

## *Maintaining a High Type of Administration*

SOME one must familiarize himself with the leading agricultural and educational questions of the state and maintain contacts with the industry and education as a whole. This usually centers in the state supervisor, and although he needs wise counsel, in the last analysis he is required to decide upon and to assume responsibility for the way in which the teachers of vocational agriculture in the state are discharging their mission.

It may be said that the efficiency of a supervisor is the sum of the efficiency of his agriculture teachers and judicious administration; for even with a highly competent group of teachers the effectiveness with which their work is carried on will depend to no small extent upon conditions which center in the supervisor's office.

It has been said of one of our most successful supervisors, that he performs "the difficult and delicate task of administering his program as to enable his teachers to put forth their best". This is one of the highest tributes that could be paid such an officer. It is such supervisors that enabled Henry Wallace recently to say that "The Smith-Hughes agricultural work in the high schools started in 1917 and is now more significant than any other type of agricultural education in certain communities because of the hold which some of the more dynamic teachers have, not only on the boys, but also through the evening schools on the farmers direct."

The supervisor must have a wide knowledge of men, be tactful in handling them, and able to *inspire them with enthusiasm he himself must feel*. In no way will his capacity be more demonstrated than in the manner in which he secures and retains the services of "dynamic teachers". It calls above all for that inspirational leadership which serves to spread the "contagion of ideas".

## *Maintaining a Uniformly High-grade Type of Teacher*

In the light of a recent survey of supply and demand of teachers of vocational agriculture, it is evident that the problem confronting us, at least for the present, is not how many teachers we may turn out, but how may we improve the organization of our training establishments so as to improve facilities for selection and training so that a more uniformly high-grade type of teacher will result.

Of the 1,834 agricultural college graduates in 1929, 34.2 per cent were prepared to teach vocational agricul-



C. H. Lane

ture. Of the 1,982 graduates in 1932, 40 per cent were prepared as teachers. The three-year period shows an increased percentage of graduates prepared to teach and an increase in the number of graduates. It is safe to say that no other single agency has attracted so large a proportion of the graduates of agricultural colleges. Two problems are suggested by these data:

a. To what extent are the 40 per cent of the graduates prepared as teachers of vocational agriculture carefully selected individuals? The hope of systematic instruction for adult farmers and those persons preparing to enter upon the work of the farm rests with the agriculture teachers, since it is obvious that the agricultural college are unable to train in residence courses the many beginning farmers needed each year.

Again quoting from Wallace's address at Cornell last summer, "there seems to be very little net gain in going to an agricultural college unless one desires to become a county agent, ference program for the F. F. A.; discultural editor, or some other type of professional agriculturist."

b. The large percentage of agricultural college graduates preparing as vocational teachers suggests one other problem. To what extent do technical courses in agriculture, and more particularly in economics, take into account the specific needs of the teacher? The large number of graduates preparing as teachers of vocational agriculture suggests that careful consideration be given to shaping technical courses so as to serve this group more adequately.

Placement of men as teachers of vocational agriculture upon completion of training in 1929 was 71.5 per cent. A sampling in 1931 indicates that 57.7 per cent were placed; returns in 1932 show that about 40 per cent were placed. While percentages of persons placed have shown a marked decline, the actual number trained has increased, as have the number of vocational departments and the total number of employed teachers. These increases, however, have failed to absorb all the men trained.

## *Future Farmers of America*

We have just closed another national convention of Future Farmers of America. This annual experience brings us face to face with some real problems which vitally affect our whole program of vocational education in agriculture. Space will not permit the mentioning of more than one—namely—how to get state advisers, teacher trainers, and teachers who are local leaders to see clearly where the F. F. A. organization fits into the local and state programs, and how the organization may be used properly as an effective device for training prospective farmers. A few suggestions may be in order:

(1). Every state worker and every

leader of an F. F. A. chapter—yes, and member should become familiar with the F. F. A. Manual.

(2). Have a definite place on each state conference and regional conference program for the F. F. A.; discuss its problems, and develop ways and means of utilizing the facilities of the organization for teaching that which can not be taught through the vocational class and for getting members started in farming and running under their own.

(3). Get the habit of thinking of the F. F. A. as a dynamic and significant factor in our program for giving direction to rural thinking.

(4). Keep before the teachers the idea that a trained farmer must be a trained business man as well as an economic producer of livestock and crops, and that the best place to get early the necessary business training is in the F. F. A. organization with its specific problems of cooperation, earning, saving, and investing.

(5). The F. F. A. is the very best device for informing the public as to the activities and accomplishments of vocational education in agriculture.

## *Improving the Directed or Supervised Farm Practice of Members in Evening Schools*

Here we have a situation in which few teachers in evening schools fully appreciate the place, value, and importance of the follow-up work, and there are yet far too many cases where supervisors are not doing as much as they should to improve this part of the program. This problem will be solved when teachers recognize that they must base the evening school instruction on farm practices which need improving and are improvable. This means that farm practices of individuals in the class must be known. The most practical method of finding out the existing practices is for the teacher to make a study of the farm practices of each person who will enroll in the evening school. Instruction must then be based on a few selected practices which indicate the greatest need for improvement, and continued to the point where individuals who need to make the improvement on their farms make a working plan for carrying out the improvement. The formulation and execution of the plan means that the teacher must go to the farm of the individual to help make the application of the decision to the specific situation on the farm. We have scarcely made a start at developing record forms to use in keeping significant data on the improved practices. There is an urgent need on the part of teachers for this kind of help.

## *Determining Functional Content for Part-time Boys*

The enrollment last year in part-time schools about doubled that of the pre-

vious year. However, in far too many cases the instruction in these schools is not based on the needs of or on solving the problems of the boys enrolled in the class. The first step in making an improvement in this situation is to make a study of each boy and his environment, after a survey has been made to determine the number and location of all part-time boys within the patronage area. The study of the individual boy should determine his (1) age, (2) educational experience, (3) farming experience, (4) agricultural possessions and activities, (5) farm responsibilities, (6) type and size of farm where he lives, (7) savings and investments, (8) home conditions, (9) interests and hobbies, and opportunities to engage in farming for himself.

When such a study has been made, the teacher has facts to use in helping the young man formulate with his parents or employers a farmer-training program with specific things to accomplish each year. The study of the individuals in the part-time schools will show, in many cases, a need for instruction in business English, farm arithmetic, community civics, and health. When there is a need, it must be met and in such a way that the boys will see the importance of this related knowledge.

In 15 years we have passed through a number of phases of vocational education in agriculture from the standpoint of methods of attack in teaching. Each of these phases has been dominated by certain objectives and conceptions. When I say "We have passed through" I refer to the more progressive and open-minded men who have seen the light and have been ready and eager to change their methods in line with sounder conceptions of vocational education. At the same time I recognize that we can still find teachers and even supervisors and teacher trainers who have apparently "marked time" at one of the earlier levels of development.

In brief, and for purposes of emphasis, we may recognize four phases of development in this field:

(1) *The phase of the project as an application of learning rather than as a means of learning.* The project was something tacked on to the course of study, often, merely to meet the requirements of six months directed or supervised farm practice. The course of study bore the earmarks of college department subdivisions of subject matter such as "crops," "soils and fertilizers," "horticulture," "farm management," and the like. The content was about agriculture, predominantly informational, and with emphasis on fundamental principles and science taught as such.

(2) *The place of the project as a purposeful activity on the part of the learner.* This phase may well be described in railroad terminology. The work on a cut-and-dried course of study still held sway on the main line track, while the project work ran along a separate narrow-gauge track parallel to the main line. During this phase the tail had begun to wag the dog. However, many of the projects at this time might well be called "hot potato projects" since

they were picked up with enthusiasm but soon dropped as attention was centered on the next year's arbitrary segregation of subject matter.

(3) *The phase of continuation projects.* More and more, progressive teachers recognized that a worthwhile project can not be milked dry of experience in one year, and that the problems encountered in actual experience furnish more effective teaching content than does abstract subject matter. Thus efforts were made, while still pursuing the time-honored courses of study, to take some time off for individual instruction on projects continued from preceding years. This was a make-shift arrangement.

(4) *The present phase of the long-time comprehensive program of farming.* Space will not permit a detailed discussion of the character and values of such farming programs other than to say that they are based on specific and appropriate types of farming in which the boy desires to engage and upon which the instruction, both group and individual, is centered. This conception also requires a rather complete shifting of procedure with respect to course of study. No longer does the horizontal spread and completion of a given group of farm enterprises throughout a given year suffice. Instead, a vertical layout with different enterprises cutting across different years of work and representing a cross-section of farming in any year, seems better to meet our needs. Furthermore, the instruction dealing with interpretive science must be directly related and supplemented to the farm job instruction as needed, and principles must be developed out of the boy's practice and experience.

Our biggest problem in this field is to get teachers with vision, teachers who see their job as that of training boys for farming, and not merely "keeping school". Some teachers get discouraged in trying to work out satisfactory farming programs with their boys during this depression period, but we have many fine examples to prove that this can be done and is being done. Even though incomes from farming are low, a boy may still get the finest kind of experience and may acquire equity in live stock, good seed, and land against more prosperous days which must come to the farmer. This is a time when our faith in farming is being tested. The best way to demonstrate that faith is to get our farm boys to "carry on" with their farming programs.

So far, I have not said anything about the actual techniques of teaching, not because these are any less important but because we believe that first of all a teacher must have something vital to teach, just as the learner must have a vital incentive to learn. A long-time farming program not only provides this incentive but it provides also the opportunity to learn and the basis for effective instruction.

In closing, and as a current objective, there seems little reason why the vocational teacher can not become, even more than he is at present, an indispensable economic pillar of the community in which he works.

## The Immortality of True Teaching

BARTON MORGAN,  
Iowa State College

ONE of our leading educational periodicals some time ago published an article under the challenging title, "The Rose-Bush: An Experiment in Immortality." The author of the article recorded his conversation with a friend whom he was showing through his flower garden.

"That rose-bush came from my grandmother's. She brought a slip from her grandmother's garden in Holland and stuck it in the ground in her garden in Ohio. Almost sixty years it grew in her garden. The rose-bush in Holland had died, she heard. 'Died of old age,' she told me with a sort of smile. But the slip from it grew and flourished.

"Then when I built my home, she gave me a slip from her bush. 'You'll have something to remember your grandmother by,' she said. Well, I had plenty to remember her by—all sorts of things stuck in the soil of my memory—but I was glad enough to have the rose-bush; I thought of it sentimentally.

"Grandmother is dead and her rose-bush is dead, grubbed up by the people that bought the old place. It was getting pretty peaked before grandmother's death. My rose-bush is growing.

"Is this your wonderful experiment in immortality?

"I wonder how long a rose-bush would live. I suppose it would live its life out in fifty, sixty, seventy years. But suppose it was 'slipped' and transplanted every-so-often. How long would it live? Forever? Well, why not? At least it has lived by renewal and transplanting from my grandmother's grandmother's time down into mine, and is still living. I'm going to give a slip from it to my grandchildren, and try an experiment in immortality.

"But your rose-bush may die. Then what of your great experiment?

"Friend, this slip from the rose-bush wasn't all that grandmother brought from Holland, wasn't all that I brought from grandmother's home in Ohio. How long would a truth live, a vigorous adaptable truth? How long would an idea, a character, a quality, an influence, live? Couldn't a person 'slip' it, transplant it and renew it every-so-often?

"I am a teacher. I have plenty of descendants, and each one of my descendants will have descendants. I tell you I'm going to try that experiment in immortality."

This thought should give any teacher worthy of the name a new sense of the possibilities and responsibility of his work. A single great thought can produce changes undreamed of in common hours if it really reaches the inside of a man's head and is allowed to develop there. May this thought of the immortality of the work of the teacher fall upon good ground and not among thorns or on stony ground. It has in it the possibilities of developing our state as she has never been developed; of making life richer than anyone has dared dream; of shaping society to ever nobler ends. How will you meet this challenge—as a far-sighted, self-sacrificing man, or as an irresponsible weakling? — *Iowa Monthly Bulletin*.  
Journal of the N. A.





# Future Farmers of America



## F. F. A. Off the Air?

FOR two years, the Future Farmers of America organization has been broadcasting monthly radio programs during the National Farm and Home Hour through the courtesy of the National Broadcasting Company. These programs, on the second Monday of the month, have been available as far west as Salt Lake City over some 45 stations included in the network. Without doubt, thousands of folks have listened in on each broadcast. However, the mail count on comments by those who have heard these programs has been almost zero. Only a few people have commented in any way at all upon the programs.

Unless officers of F. F. A. make an effort to get members and friends everywhere to write in concerning their national program, there is danger that the F. F. A. may be off the air in the future. No such message has come to us from the National Broadcasting Company, but we have been requested repeatedly for specific evidence that people were listening in on the F. F. A. hour. Your national officers will continue to plan, with your cooperation, high-class programs, but something must be done immediately to show that these programs are being heard.

What can be done? Just this. F. F. A. members, their parents, and friends should listen in on the programs as often as possible and then let the National Broadcasting Company know, by mail (1) What program you heard; (2) how many listened in; (3) other comments you care to make. A penny postal will do. Make it brief. Address and send it to:

Frank E. Mullen,  
National Broadcasting Company,  
Merchandise Mart,  
Chicago, Ill.

Cooperation is what we need from every state within our radio range. Below are the remaining dates for the 1933 F. F. A. broadcasts:

March	13	August	14
April	10	September	11
May	8	October	9
June	12	November	13
July	10	December	11

LISTEN IN MARCH 13. WRITE TO THE N. B. C. ABOUT IT.

## Blue Boy and a Greek Phrase

BLUE Boy, grand champion Hampshire boar of the 1932 Iowa State fair and featured animal player in the filming of the recently-completed picture "State Fair," was recently given to the Future Farmers of America in California by the Fox Film Corporation.

Future Farmers and the movie colony

March, 1933 *Agricultural Education*

turned out for the presentation ceremonies. Will Rogers, universally-known cowboy humorist and the leading man in "State Fair," made the presentation.

Rogers told the assembled Future Farmers that they were making the most practical use of their educational advantages. "You can't eat a Greek phrase or a Latin verb," the actor drawled. Sally Eilers, another member of the cast, and Henry King, director of the picture, also took part in the presentation ceremonies.

Julian A. McPhee, chief of the California state bureau of agricultural education, accepted Blue Boy on behalf of the Future Farmers and allocated the hog to the California Polytechnic school at San Luis Obispo, coordinating institution for Smith-Hughes agriculture work. Progeny of this famous boar, formerly known as Dike of Rosedale, will be distributed to other Future Farmer swine project owners in the state. Blue Boy's mother, B B's Pride 1st, was grand champion Hampshire sow at the Iowa state fair this year for the fifth consecutive time, and has been grand champion at the National Swine show four times.



Julian A. McPhee Accepting Registration Papers on Blue Boy from Will Rogers

## Some Essentials for Success of a Local Chapter

Success Depends Upon a Good Start

1. An interested local adviser.
2. Well-selected officers.
3. A good annual program of work, planned by the boys.
4. Regular meetings with effective programs.
5. Strict adherence to parliamentary usage.
6. Each member familiar with constitution, by-laws, and F. F. A. literature.
7. Officers and committeemen informed on their respective duties.
8. Classification of membership with due recognition for advancement.
9. Careful planning to reach all objectives in annual program.
10. Have applications or yearly reports sent to state office on time.

—Kentucky News.

## How to Choose Local Officers

DID you ever hear of the unknown leader? We have thousands of them in the world. We have hundreds of them in our organization, men of ability, men of courage, men who work while the others look on.

These men should be the officers and leaders in our organization. Why are they not? The answer is simple. Too often these real leaders are overshadowed by "natural born leaders." These are, many times, fellows who are good talkers but poor workers, fellows who have well-to-do parents, but couldn't support themselves if they had to. They lead in words but not in action. But without action our organization does not progress.

Don't make the blundering mistake of electing a poor worker to one of your offices. Elect the man who has paid the price, the man who dares to do something new, a man who is a proven worker regardless of his position in life.

There is another angle of leadership very important in our selection of officers. Is the man we select fit to lead? Does he live a clean life? Does he associate with a group of influential people?

We want leaders in our organization who live clean lives. I like to think of a leader as "one who precedes and is followed by others in conduct, opinion, and undertaking." Do we want to follow a leader who drinks, smokes, or uses bad language? Well, here is one Future Farmer who does not want to follow such a leader in conduct, opinion, and undertaking.

I hope that all the national leaders of our organization are hard-working, clean-living individuals. I met some of them a year ago, and it was a pleasure to talk with them. They were my ideal of young manhood. I would follow such fellows at any time.

When time comes for the chapter to elect local officers, let's raise our state standard. Let's elect fellows who will do their best, fellows who will pay the price to have their chapters forge ahead. We have done well in the past, we can do better in the future. Now is the time to make the right start fellows, so let's push on.—Adrian McLellan, State Secretary.—*North Dakota Future Farmers of America.*

## New Jersey F. F. A. Boys Again Help the Needy

THE Lamfia F. F. A. Chapter, Lambertville, New Jersey, reports that it was able to continue the good work of helping the needy which it started last year at Christmas time. This year, although they were somewhat affected by a change in the date for contribu-

tions, the chapter brought a considerable quantity of food to school for distribution among the poor of Lambertville. The following was brought to the agriculture room, packed in appropriate containers, and taken to the Associated Charities for distribution: 9 chickens, 15 dozen of eggs, 34 pecks of apples, 4 pounds of butter, 10 pounds of cheese, 22 quarts of glass-canned goods, 1 peck of turnips,  $\frac{1}{2}$  peck pop corn, 1 quart hickory nuts.

The chickens were brought in alive and were killed, picked, and packed at school. The eggs were placed in F. F. A. cartons. The butter and cheese were wrapped in oiled paper, and the apples were placed in peck bags. Every package was stamped with LAMFFA, the chapter stamp.

The apples were purchased by the chapter as a unit. The other produce was contributed by individuals in the chapter.

On the day the contributions were made, the boys had an enjoyable time, for in addition to preparing the produce, members of the class brought to school all the ingredients for making ice cream, and the dairy class made ice cream for the entire chapter.

## HOW CHAPTERS MAKE MONEY

Montpelier, Ohio, W. H. Bruner, Adviser

**D**URING the past several years, the local F. F. A. members have conducted a pest hunt. In their list of pests are live pigeons. These pigeons are brought to school each Monday during the contest and sold to the local poultry buyer. In the fall of 1930 around 14 dollars was received from the sale of pigeons at 10 cents each. In the fall of 1931, 24 dollars was received from the sale of pigeons at 7 cents each. This fall, 150 pigeons have been sold at 5 cents each. Members are allowed to pay their dues with live pigeons. After sufficient money has been raised in this manner to pay their dues, the remainder of the money is put in the local treasury and used as the organization desires. A pest hunt of this type has two goals, first, to destroy the pests, and second, to raise money for the local chapter.

Edinboro, Pennsylvania, B. E. Decker, Adviser

**T**HE F. F. A. boys of Edinboro, Erie County, Pennsylvania, produced 4 acres of Prince state-inspected certified seed potatoes, clearing over \$800. This one crop introduced potatoes from good seed, and the farmers have not forgotten the F. F. A. boys' success. Last spring, 800 bushels of potatoes were sold in a single day as a result of our efforts. We used the money to conduct our annual fair, which costs over \$800.

Rosco Billings, a sophomore in our school, raised 4 acres for his individual project. This is the first vocational agriculture boy to succeed in raising certified seed potatoes in Pennsylvania.

Wilson, New York, R. C. Dikeman, Adviser

**T**HE Wilson Gleaner Chapter of the F. F. A. has made it a practice for several years to enter their fruit at the

county fair in open competition with all exhibitors. Each boy brings all his varieties to the school to be displayed. The best plates of each variety from each boy for the number of award places are then selected by the boys. This selection allows only the best exhibits to go on display, and cuts down unnecessary competition among themselves and the time needed for the judge to handle them at the fair. The money from the awards goes to bolster up the chapter's treasury which was set back \$125 in the local bank failure of the past year.

For 1932, 41 entries were made, and 11 awards received. There was obtained about \$40 in prize money.

Poultry exhibiting is handled in the same way. Six entries were made and six awards received. The money for this year was used for a 16 mm. movie machine.

This method makes an easy way to earn some money with a goodly enthusiasm prevailing and not any undue hardships on anyone who might consider support and patronage objectionable.

## An F. F. A. Chapter with a Bank Account

**T**HREE years ago the boys of the Smith Valley Chapter at Wellington, Nevada, wished to put on a Father and Son banquet of 80 plates. In order to finance the banquet, a three-act comedy play was staged. From the proceeds of the play, the expense of the banquet was paid, and the chapter made \$20, which was placed to their credit in a local bank. An agricultural play has been a part of the chapter program ever since. The chapter's bank account has increased accordingly. Last year, from their savings, the chapter helped to defray the expenses of one member to the stock judging contest at Kansas City. The chapter aims to increase the bank account each year and, in time, to be able to make loans to members needing financial help in carrying on their farm practice programs.

## Some of the Accomplishments of the Deer Lodge, Montana, Future Farmer Chapter which Were Considered in Awarding This Chapter First Place in the National Chapter Contest

**I**N 1931 the Deer Lodge chapter submitted a report in the national contest and received honorable mention, in competition with the outstanding chapters in the United States. Encouraged by this recognition, the local members became inspired to great endeavors for competing in the contest of 1932. The "Report of Activities" submitted by the Deer Lodge Chapter in the recent contest contained seven books of prepared records covering home farm projects, cooperative activities, fair exhibits, community activities, and leadership activities. One large volume contained photographs of the various activities. Two beautiful plaques received for winning first place in the State

Chapter contest of 1930 and 1931 also made up a part of the report. The record was shipped in a neatly-constructed cedar chest, encased in a shipping box painted in the national colors—blue and gold.

Following are some of the accomplishments and activities carried out by the 34 members of the local chapter the past year. These boys owned and kept records on 580 head of dairy cattle, swine, beef cattle, and sheep; 367 head of poultry; and 10 acres of certified seed potatoes. Thirty-seven officers in class organizations, student organizations, National Honorary society, State Future Farmer of America association, letter club, De Molay organization, Booster organization, and local F. F. A. organization were held by these farm boys. Deer Lodge Future Farmers took part in the Future Farmer Pacific International Livestock Judging contest at Portland and in the American Royal Livestock Judging contest at Kansas City, Missouri. In the state contest Deer Lodge won first place in both the oratorical contest and chapter contest, and ninth place in livestock judging contests. The members held inter-chapter contests of basketball, farm shop, marksmanship, and livestock judging contests; 4000 pounds of gopher poison was mixed and distributed at cost; county exhibits were collected and transported to the state fair; and a Boys and Girls Industrial Day fair was sponsored. One summer camp; one Fathers, Mothers and Sons banquet; two community programs; and three inter-chapter stock judging contests were a part of the recreational activities.

Many improved farm practices were carried out by the boys, such as: Use of commercial fertilizers, certified seed, seed treatment, livestock vaccination, and use of purebred livestock. A Farmers News Letter was prepared and sent to 350 farmers each month.

A total investment of \$7,623 in farming, with an average investment of \$224 per boy was the farming record of the 34 young farmers. The members deposited \$177 in the local F. F. A. thrift account, and \$236 was earned and used for expenses of the chapter.

Other items were:

The state F. F. A. president and the state F. F. A. reporter are Deer Lodge chapter members.

Three local Future Farmers were raised to the State Farmer degree in 1932.

94 per cent of projects are owned by the boys.

100 per cent of members planted and cared for a garden in 1932, and organized a county garden club for relief work, with a membership of 80.

A Deer Lodge Future Farmer gave the state report at the Pacific International, 1931.

A Deer Lodge Future Farmer gave the State Report at the Convention of Kansas City, 1931.

A member won second in the Western States Essay contest, 1931.

Members cooperatively bought 32 head of purebred Duroc Jersey swine and 9,000 pounds of certified seed potatoes.



# ACTIVITY PROGRAM, 1932-33

## Carson Valley Chapter Future Farmers of America

PHILIP GREISINGER, Chapter Adviser, Gardnerville, Nevada

Activity Item	Goal Set	Ways and Means
Supervised practice	Two projects for each member and supplementary practice.  240 hours of efficient labor on projects.	A long-time program for each member, with major projects continued and developed. Projects of sufficient size. Do more of the work instead of hiring it done. Follow D. C. H. S. standards. Complete or partial. Do five skills other than project. Treasurer takes orders.
Co-operative activities	Standards of production. Ownership. Farm skill.  Buy high-grade baby chicks. Buy vitamin D tested fish oil. Sell Future Farmer produce. Exhibit at county fair. Plant Future Farmer trees. Plant flowers at home.	Treasurer takes orders.  Use advertising board. Advertise in papers. Appoint committees. Appoint committees.
Community service	Advocate planting trees along roadways. Stress warmer brooder houses.  One-tenth acre of white top killed. Caponize 50 cockerels for farmers. Hold party for farmers. Enter judging teams in state contest. Enter F. F. A. Public Speaking Contest.	Appoint committees. Talk with farmers. Use newspaper articles. Build portable colony brooder house for demonstration. Hold two weed-killing demonstrations. Demonstrate latest method at a Farm Bureau meeting. Practice in class. Attend contests. Each member compete in class contest. Best three compete before school assembly. Have entry made before October 1. Secretary obtains blanks.
Leadership activities	Make entry in Junior Livestock show. Enter candidates for State Farmer degree. Develop better leaders.	As many members as possible attend state legislature meeting to hear farm questions discussed. See that boys are nominated from the floor. Bigger projects. Invest in projects.
Earnings and savings	Have members run for school office. Each member try to make a project labor income of \$100 and invest or save earnings. Members to have a thrift bank.	Have treasurer collect at regular intervals. Hold party for all vocational boys. Have committee to see that boys are ready for advancement. Have definite programs. Have a monthly calendar of activities. Do the work expected of you on time. Attend school regularly.
Conduct of meetings	Increased membership.  Hold "Green Hand" and Future Farmer initiations. Get things done on time.	
Scholarship	Each member plan to graduate from high school and to maintain an average of 85 per cent.	
Recreation	Have a barnyard golf team. Have a basketball team. Etc.	Noon practice and playing. Nearby chapters, etc.

### Keeping the Public Informed

OUR local chapter is conducting a publicity campaign in behalf of the F. F. A. Our chapter adviser has made arrangements with the editor of the local weekly newspaper whereby we are allowed from one-half to three-quarters of a column of space every week. The F. F. A. emblem is used at the head of the column. The first article was on the F. F. A. as a national organization. This article told what the F. F. A. is, and gave the purposes of the organization. It also explained what each of the symbols in the F. F. A. emblem stands for. Most of the information for this article was obtained from the Manual. In order to attract local interest the date of obtaining our charter was given, also names of the charter members. The second article described the project of one of the boys in our chapter. During the year similar project stories are to be written. Other articles will discuss the requirements for various F. F. A. degrees; the chapter meetings; our judging contests, and so forth. Our commercial department issues a school paper every two weeks. We are attempting to have an article for each issue that will be of local interest, but these articles are different from those in the local weekly. One article was on the F. F. A. band which our members are organizing. The other was on the initiation, giving the names of our new Green Hand and Future Farmer members, and the qualifications for these two degrees. In order to further inform the public of our organization, the local chapter had letter heads printed which carried the names of the officers and the F. F. A. emblem. In writing these articles, the reporter not only helps the F. F. A., but also gets experience in newspaper writing. Our chapter adviser, members, and our English teacher are glad to assist in furnishing material and helping with these articles.—Donald Womacks, Reporter, Tolono, Illinois, Chapter.

### Report on County F. F. A. Organizations for 1931-32

A new organization has grown up among the F. F. A. Chapters of Arkansas known as the County F. F. A. Association. While it does not have any official recognition in our State and National set-up, it does have certain functional parts to play that are just as important to the F. F. A. movement as the county government is to American political science. It is the belief of the writer that we can never secure the maximum of service and achievement out of the F. F. A. movement until some official recognition is given to County F. F. A. Associations.

As set up in Arkansas we now have 14 county F. F. A. organizations functioning, and briefly, they are making splendid contributions to co-operative group activities as follows:

1. Setting up county agricultural promotional program designated to contribute in larger efforts than local chapters can undertake.
2. Sponsor F. F. A. sections in county fairs and agricultural production contests.
3. Encourage more general student

participation in leadership development contests such as public speaking, all of which vitalizes the movement by greater local interest on the part of students and patrons.

4. F. F. A. athletics and social stunts are sponsored.

5. Local chapters combine to build county cabins at the State F. F. A. camp.

6. County chapters function to stimulate interest through publicity and are especially valuable in reporting annual results where the County Board plan of school administration is in use.

7. A county organization vitalizes the entire F. F. A. and agricultural program where the schools are grouped about the main trade center which desires to support the general agricultural progress of all smaller educational centers alike.

—Arkansas Visitor

### Ohio F. F. A's. are Active

LOYD Oswalt of Monroe Township, Darke County, Ohio vocational agriculture department, is a real future farmer and has an enviable record as a hog producer. Under the guidance of his instructor, W. W. Smith, he developed ton litters from every litter raised on the home farm this year. The first two litters of 9 pigs each made an average of 261 and 282 pounds. Litter No. 3 of 11 pigs averaged 263 pounds. These weights were taken according to ton litter rules—at 180 days. The entire lot averaged a gain of 3 pounds per day during the last 30 days of feeding. The feed cost was 2.2 cents per pound of pork produced, and the hogs brought \$4.35 on the market. Scientific feeding, giving rapid, substantial gains, brought a profit even on a low market.

Forty-two ton litters have been produced in 4 years by the boys at the Monroe Township agriculture department, a real record reflecting the results of systematic instruction.

Elmer Allen of Green Camp, Ohio, has an outstanding record as an F. F. A. member. This 18-year-old orphan lad graduated from the local high school last spring where he had been an active all-round student and athlete for four years. He is an ardent F. F. A. worker, has attained the degree of State Farmer, and was the champion public speaker of the state for 1932. Elmer's major farming interests are in poultry, and he has exhibited prize-winning birds at local, county, and the State Fair. He has several hundred dollars invested in farming and is looked upon as one of the dependable young rural leaders in his community.

### The Klondike Chapter

WHEN the agriculture boys of the Loranger (Louisiana) High School organized an F. F. A. chapter last summer, choosing an appropriate name became a problem. Since nearly every member had Klondike strawberries as his project, it was finally decided to call the chapter the Klondike Chapter.

We are proud of our agriculture room and our chapter equipment. As part of our equipment we made two large shields that are distinctive. On one is

painted the national F. F. A. emblem, and on the other, our chapter emblem which is a large yellow "K" and a red Klondike strawberry on a background of light blue. We have a large cabinet for filing records and keeping our F. F. A. equipment. We have an owl which we mounted ourselves. The plow and the ear of yellow corn are fastened to varnished, wooden shields. We have pictures of Washington and Jefferson, a picture of the rising sun, and our framed charter. Strawberry plants growing in window boxes and flower stands made by the members help beautify the room.

Members of the chapter have helped beautify the school grounds by building a fence and a concrete walk and by planting trees and shrubs.

To date four news letters have been issued by the chapter, and copies sent to all other chapters in the state and several outside of the state.

When the district public speaking contest was held at our school we acted as host to the delegates, their advisers, and the state officials. Over forty guests were served a luncheon of strawberries, cream, cake, and coffee.

### Nebraska Association Cooperates with U. S. D. A. in Control of Black Stem Rust

MR. Marion Yount, assistant leader of barberry eradication in Nebraska, reports splendid cooperation on the part of F. F. A. chapters throughout the state, in fighting black stem rust. Here are some of the activities he reports:

1. Two hundred forty-seven members inspected their home farms for harmful barberry bushes and notified the State Barberry Eradication office.

2. Ninety members notified the office relative to the degree of stem rust development in their home fields at harvest time.

3. Thirty-one slide exposure stations were established. These were to obtain information relative to the concentration of stem rust spores in the air in various parts of the state. This work was carried on for six weeks.

4. The slide sets were returned to the Barberry Eradication office from every station at the close of the exposure period.

The U. S. D. A. has expressed its appreciation and thinks this is a very unique record for a cooperative enterprise.—Nebraska F. F. A. News.

Perhaps some of you have heard that a room at Monticello, Jefferson's old home, is to be dedicated to the ideals and aims of Future Farmers of America. This is more than a rumor; it is true. At the Fifth Annual Convention a message was received from the president of the Thomas Jefferson Memorial Foundation, inviting the Future Farmers of America to dedicate this room at Monticello to the aims and ideals of the Future Farmers of America. The delegates voted unanimously to accept the offer. In 1933, then, a room in the home of Thomas Jefferson, one of the patron saints of the Future Farmers of America, will be dedicated.—Virginia Chapter Chats.

### Egg Laying Contest for Animal Husbandry Class

DURING the month of November the Animal Husbandry class of twenty-two boys started an egg laying contest. We found that no one was getting more than 20 per cent production and that less than 50 per cent of the class were feeding meat scraps in their ration. We decided that one of the main reasons for this low production was due to feeding rations low in protein. So we worked out rations with various feeds and the boys chose the one most economical for them, yet one that supplied all the desired nutrients. Also, each boy made an egg chart out of old card board and fastened a pencil to the chart with a rubber band so he would always have a pencil handy to record the production each day. These charts were fastened on the wall in the hen house. They were made out for the entire year with a place to enter the number of birds in the laying flock. Each month the boys will bring in their records and figure the per cent of production of their flock. We also plan to keep a large record sheet on the bulletin board in the class room recording the percentage of production of each boy's flock each month. In this way they may see whose flock has the highest record each month. The boy having the highest percentage increase of production for February over that of December will receive a prize given by one of the poultry papers we are using in the class room. The boys have taken considerable interest in this contest and some have already doubled their production.—E. G. Holt, Peotone, Illinois Fan-Mill.

### Day-School at Night

Once a year we have night school here. On this evening, school is conducted just as it is during the day. We manage to do about a half day's teaching in one evening. All parents and eighth grade students in the community are invited to visit and observe the school at work. We always have good attendance at these schools and I am sure the eighth grade students get a pretty good idea of what is expected of them the following year.—F. B. Norton, Maroa—Illinois Fan-Mill.

### Annual High School Day Each Spring

THE Future Farmer chapter of Gallatin County High School at Bozeman, Montana, are hosts each spring to over 125 rural boys and girls at the annual High School Day. The purpose of this event is to show the rural children the different departments of the high school. Demonstrations are put on by the commercial, chemistry, home economics, and agriculture departments. A lunch furnished by the Future Farmers and prepared by the home economics class is served the visitors. A show and band concert conclude the program.

Charles Dickens—It is well for a man to respect his own vocation, whatever it is, and to think himself bound to uphold it, and to claim for it the respect it deserves.



